

Universal Design for Learning (UDL)

TIP SHEET

PRINCIPLE

UDL PEDAGOGY TIP

PROVIDE MULTIPLE MEANS OF REPRESENTATION

PRESENT INFORMATION AND CONTENT IN DIFFERENT WAYS

- Post online material in multiple formats (i.e. PDF and MS Word). ***Assistive technologies vary in compatibility.**
- Pick one volunteer to take lecture notes and post them on Canvas the same day.
- Voice record your lectures and post the recordings on Canvas.
- Post the lecture Power Point slides at least 2 days before instruction.
- Whenever possible, choose textbooks that provide the audio version as well.
- Provide readings at least one day before in-class discussion, not on the same day. ***Most students need additional time to process new information.**
- Illustrate non-verbal information that compliment your lectures such as diagrams, charts, symbols...draw out the process.
- Provide clear cut, step-by-step instructions. Ask questions to make sure your students understand.
- Confirm that all online interface programs used in your classroom is accessible.
- Be verbally descriptive when illustrating on the board. ***Some students are audio recording.**

PROVIDE MULTIPLE MEANS OF ENGAGEMENT

STIMULATE INTEREST AND MOTIVATION FOR LEARNING

- Allow students to volunteer in the classroom setting, instead of calling on them.
- Allow students to choose readings, topics that relate to them personally, culturally and socially.
- Utilize in-class group work. ***If you notice one of your students to be extremely shy or nervous, make them your partner.**
- Provide feedback on assignments, quizzes and exams that are frequent, timely and specific.
- Ask your students how you can facilitate their learning style.

PROVIDE MULTIPLE MEANS OF ACTION & EXPRESSION

DIFFERENTIATE THE WAYS STUDENTS CAN EXPRESS THEIR KNOWLEDGE

- Allow students to create their own goals and benchmarks for the course. This will optimize autonomy.
- Provide models or examples of the process and product of goal-setting.
- Build in plenty of low stakes grading before high stakes grading. ***Permit students at least one high stakes project/exam where they get to choose how they will express their knowledge for the material (i.e. class presentation or essay or multiple choice or a combination of expression).**
- Utilize student journals to allow them to reflect on their progress in the course/goals.
- Use multimedia to compliment course topics (i.e. videos, virtual reality).
- Provide differentiated models to emulate (i.e. models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.).